Swift Creek Elementary's Pyramid of Academic Intervention:

A Systematic Response to Students Who Need Additional Support

(Fall, 2008)

Tier 4
Individualized Education Plan
Special Education

- Special education eligibility determination after 3 tiers of documented interventions
- Teacher collects intervention data/documentation for SST
- Specially designed instruction and individual accommodations if eligible

Intensive Intervention

Tier 3
Intervention Protocols: Tier 1 & 2 + more

3-5% of the students will require more monitoring and more structured interventions

- Small group or individual intervention, tailored to specific student needs
- Classroom and pull-out based on performance data
- Structured behavioral observations as needed
- Increase in intensity and duration of intervention
- PLC may involve academic specialists to assist in addressing student needs
- Same data records Tier 2, but additional documented data on Tier 3 interventions

Begin SST Process after Tier 1 & 2 Interventions have been tried, monitored, documented & discussed by your PLC.

Strategic Intervention

Tier 2 – Needs-Based Classroom Instruction & Learning
Intervention Protocols: Tier 1 + more "*TLC*"

10-15% of the students should succeed with additional interventions/flexible groups

- Systematic & explicit, research-based interventions, strategies and assessments
- More frequent progress monitoring used to identify area/s of need and response begins immediately
- Interventions and strategies are discussed and planned by the PLC team
- Ideas for intervention strategies should be brainstormed by the PLC team in addition to www.interventioncentral.com as well as the Swift Creek Academic Resouce Table
- Consistent weekly intervention provided during Cougar time where student participation is FLUID
- Extended opportunities for enhanced learning
- PLC team based decisions regarding individual student progress toward benchmarks

Universal - Prevention Intervention

Tier 1-Standards Based Classroom Instruction & Learning

up to 80% of students should meet benchmarks in Tier 1

- All students will participate in classroom learning and assessment of the North Carolina Standard Course of Study;
- Objectives, instruction and assessment will focus on grade level essential outcomes;
- Research based best practices including Balanced Literacy components and structures
- Research based instructional strategies designed to close the student achievement gap
- Variation of instruction that is differentiated where students are able to learn whole group, small group and/or independently
- PLC developed common assessments & team-based problem solving approach to student data analysis
- PLC team based student intervention recommendations